

MARIAN UNIVERSITY
SCHOOL OF EDUCATION
Department of Educational Technology
EDT 655- Developing Grant Proposals Integrating Technology
Action Assignment 6 – The Grant Proposal

Name: Jill Chasteen
School & Grade Level: Medford Area Middle School 8th Grade Special Education
Grant Title: Can You Hear Me? Helping Headsets
Grantor: AnnMarie Foundation, Inc.
Grantor's url: <http://www.annmariefoundation.org>

| Requirement | Criteria Rating Scale: 2= strong 1= average 0= weak | Max Poi nts | Self Rati ng | Pee r Rati ng | Prof Ratin g |
|---|--|-------------------|--------------------|------------------------|--------------------|
| Grantor's Information | Contains grantors guidelines, criteria and exclusions with the correct link (url) | 1 | 1 | | |
| Cover Letter Action Assignment 5 | Attention-grabbing, pointed out project's uniqueness, irrefutably linked proposed project with grantor's interests showing good fit with the funder's priorities and parameters; correctly and consistently followed grantor's format and guidelines; scholarly, no spelling or grammatical errors | 2 | 2 | | |
| Abstract Action Assignment 5 | Coherent, concise and complete description of the project, addressed all of the required elements; showed overall value of the project (the relationship of benefits to costs); unique and innovative; correctly and consistently followed grantor's format and guidelines; scholarly, no spelling or grammatical errors | 2 | 2 | | |
| Statement of Need Action Assignment 1 | Expressed urgency and timeliness of the need supported by recent data, case studies, interviews, survey results, media attention, etc.; cited sources in the text and provided a list of references following APA format, followed grantor's guidelines; no spelling or grammatical errors | 2 | 2 | | |
| Goals & Objectives Action Assignment 1 | Specific, measurable, achievable, relevant and time-bound goals and objectives; with corresponding clear and tangible expected outcomes; scholarly writing, correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors | 2 | 2 | | |

| | | | | | |
|---|--|----|----|--|--|
| Methodology w/ Technology Integration Action Assignment 1 | Activities, procedures and strategies are realistic, reasonable, effective, outcome-oriented - drawing on best practice and research; includes who will what, how and when, with innovative use of emerging technologies; correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors | 2 | 2 | | |
| Budget & Sustainability Action Assignment 2 | Included practical budget and other sources of funding being pursued, both cash and in-kind contribution; attached digital photos of tech gadget; included convincing narrative that explains how the project will continue after the grant has run out; correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors | 2 | 2 | | |
| Organization Information Action Assignment 4 | Showed that school mission and vision is aligned with grantor's; provided url; school's history, leadership and programs relate to the proposed project; convincingly established capacity to undertake the grant (resume) and evidence of institutional support (letters of assurances) | 2 | 2 | | |
| Evaluation Plan Action Assignment 3 | Solid formative and summative evaluation to determine whether goals and objectives are met; included WI curriculum standards met; purposefully triangulated data sources; correctly and consistently followed grantor's format and guidelines; no spelling or grammatical errors | 2 | 2 | | |
| Dissemination and Report Forms Action Assignment 3 | Realistic plan for sharing results of the project as well as lessons learned (i.e. publication, replication, blogs; mailings; presentations); provided grantor's required report forms and guidelines; no spelling or grammatical errors | 2 | 2 | | |
| Overall and Other Considerations | Complete, accurate and relevant References and Appendix; cited current sources (within the last 5 years) following APA format; submitted clean final copy in one Word document on or before due date, professional and scholarly writing throughout, easy to understand, well-organized, flows logically, included graphics/charts/tables, (pursuant to funder preferences); correctly and consistently followed grantor's format and guidelines, as well as course requirements | 1 | 1 | | |
| TOTAL | 16-20= Strong 5-10= Ave Less than 10= Weak | 20 | 20 | | |

NOTE: Points will be deducted from the total for late submission; in real life, applications will not be considered if submitted after the deadline. Highlight titles of sections **not** required by grantor. The final grant application will be archived so aim for perfection.

Grantor Information

AnnMarie Foundation, Inc.

URL: <http://www.annmariefoundation.org>

Grant Guidelines and Exclusions

1. Requests are limited to non-profit organizations within the communities served. Organizations funded by the city or county are generally not eligible for funding.
2. Requests are limited to educational, humanitarian, cultural, and recreational activities. No requests are granted for political or strictly religious purposes.
3. Requests for tangible items are preferred. No awards are granted for the discretionary, nonspecific use of an organization.
4. No requests are awarded for salaries.
5. No requests are granted to cover expenses incurred by previous projects or past events.
6. Requests from other foundations are generally not funded.
7. School requests are limited to elementary, middle, and high schools; preschools; and day-care facilities.
8. Only local units of state or national organizations are eligible for funding.
9. All organizations, except school districts, may receive only one grant in a 12-month period.
10. School districts may request and receive grants quarterly.

Grant Application and Requirements:

1. Complete the following submission application, either electronically or by US Mail.
2. A letter and a page of supplemental information may be included.
3. Incomplete applications will not be accepted.
4. School requests must be channeled through the superintendent, who will establish priorities and submit the applications.
5. The Board of Directors will determine the grants, based upon available funds, guidelines, and the impact of the grant on the community.
6. Notification of acceptance or rejection of requests will be made by phone, e-mail, or US Mail after the board meeting.
7. Deadline: February 1, 2012

Cover Letter

December 10, 2011

Board of Directors
AnnMarie Foundation, Inc.
1245 North Airport Road
Phillips, WI 54555

Dear AnnMarie Foundation:

To ensure that all students learn is the goal of the Medford Area Public School District. This goal may seem simple, but for students with special educational needs, it is a goal that is hard to achieve. In our district, there is a growing special education population with increasing demands for differentiated instruction in the classroom setting. As technology in our society increases, it also does in schools. Assistive technology and other computer programs have allowed teachers to incorporate various modes of instruction to assist in reaching our district's goal. However, with the increase in computers, their usage, and specific programs, there is a demand for supplemental resources.

I am requesting from the AnnMarie Foundation the amount of \$1199 for my project **Can You Hear Me? Helping Headsets**. This project is for obtaining 30 headsets to be used in our Medford Area Middle School. By receiving these headsets, students with special education needs will be able to use them in conjunction with assistive technology our school currently offers to increase their reading and writing skills by utilizing computer programs that offer text to speech and/or speech to text software. Not only will these headsets benefit students in the special education program, but the 500 and more students that are in regular education classes by placing headsets also in our computer labs and teacher classrooms, allowing less distractions when implementing sound, and using the microphone option to enhance projects. By having a simple tool, such as a headset, we are able to have all students learn content in multiple ways and subjects.

Upon receiving the headsets, I will match students to the appropriate assistive technology our school has to offer, making sure they understand how to use the head sets effectively to benefit their learning. Students will be charting progress, working on tasks, and taking surveys to show how using the assistive technology with the added headsets has helped their understanding of class material and their overall self-confidence and self-esteem. These headsets will be beneficial for years to come, as many students will use them for several purposes.

I would like to thank the AnnMarie Foundation for funding projects that promote educational, humanitarian, cultural, and recreational activities. I appreciate that the foundation also reviews and funds projects quarterly, seeing the need for funding in various situations and helping others so often. I believe that my project matches what the AnnMarie Foundation seeks. If you need any additional information or would like to contact me personally, please contact me at (715) 748-2516. I would be happy to discuss my project in further detail. I look forward to hearing from you after the grant's due date, February 1, 2012.

Sincerely,

Jill Chasteen

Project Abstract

Applicant: Jill Chasteen

Project Title: Can You Hear Me? Helping Headsets

Funding Request: \$1199.00

Project Description:

The goal of this project is to help students with various disabilities in the special education program improve their reading and writing with the use of assistive technology and corresponding headsets. Students will be able to use the headsets to correctly operate the assistive technology so they are able to read and write successfully in the regular education classroom. Students with learning disabilities need multiple intelligence modes of instruction and by having headsets to use with the assistive technology, they are able to utilize the technology, complete class requirements accurately, and learn about the topics taught in class.

Formal and summative assessments will be conducted throughout the school year and continuous years to determine how the headsets with the assistive technology are working appropriately for the students, whether grades are improving in classes, and if they have increased their self confidence towards their learning and academics.

The headsets will benefit the special education students, but the thirty I am requesting will also be available to use by more than 500 regular education students in the middle school computer for many purposes. The headsets are functional, used for listening and also for speaking and for any type of computer, gaming, or television system. With less noise distractions, more student engagement, and the ability to fully utilize our assistive technology programs that require appropriate headsets, all students will benefit.

The Medford Public School District approves and supports this project and will see that the project follows through.

Project Length: January 2012 and continuing on through each academic school year

People that will benefit from this project:

Medford Area Public School District Special Education staff and students,
Medford Area Middle School staff and students,
Medford Core Assistive Technology Team (CATT),
Medford Public School District Clubs

Statement of Needs

In our school district, our mission is to ensure that all kids learn. However, making sure that all kids are learning can be quite a difficult task when you incorporate students that have various learning disabilities. A learning disability *“affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways--as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write, or to do math.”* (1) Although they may have a learning disability, they are able to understand the material as long as it is provided through different modes of instruction. For example, although a student cannot read the required chapter, they are fully capable of listening to the text and comprehending the information. In another instance, one student is asked to write about a life changing story in which he can tell in detail but simply does not have the ability to be able to write his thoughts into an organized sentence. These students need various types of assistive technology that is capable of providing such accommodations in order for each of those students to learn. *“Assistive Technology (AT) doesn't cure or eliminate learning difficulties, but it can help your child reach her potential because it allows her to capitalize on her strengths and bypass areas of difficulty.”*(2)

In our district, we are very fortunate to have various types of assistive technology for our students, whether or not they have a disability, in an inclusive and secluded educational setting. Dragon Naturally Speaking, voice recognition software, allows users to talk into a microphone and have their words entered into the computer. Read, Write, and Gold allows students to have their text read back to them as they are writing a sentence or word and contains other helpful tools to assist with writing. However, these modes of technology require the simple use of good headsets with built in microphones in order to be functional and to provide fewer distractions around the students. We do not have enough of these in simple tools in supply for multiple students to use, therefore, making it nearly impossible for many students to use the technology.

Goals and Objectives:

My goal is to help students with learning disabilities perform better in reading and writing and with the use of assistive technology in one academic year. I will accomplish this goal by having students understand what specific assistive technology to use to help them in certain academic areas. I will have them learn about and use the technology daily with the required hardware and with independence. Students will increase their grades in classes that require reading and writing tasks since they are able to adequately use the assistive technology. Students will increase their independence and self-confidence toward academics.

Methodology with Technology Integration

| Activity | Outcome |
|---|--|
| In the first month, I will determine where the student's learning disability lies to distinguish what type of assistive technology will help that student become successful in his/her areas of weakness. | Students will be appropriately matched to a type of assistive technology that will be beneficial to their learning. |
| The next 2 weeks, students will experiment with the selected assistive technology by using headsets to complete requirements such as programming voices, text to speech rates, sounds, etc. "A speech recognition program such as Dragon Naturally Speaking or IBM ViaVoice needs some time to learn your particular speech patterns and accent." (3) | By having students complete this step, they will have their own personalized account already set up so that it is easier for them to begin using the program for academic purposes. By choosing specific modes, sounds, voices, etc. students are more willing to learn since it is of interest to them. |
| Following after, for 4 weeks, students will learn about the technology by completing practice trials: writing sentences by speaking, reading texts by listening to speakers, using computer program tools given to them so they are ready to use on assignments in the future. | Students are prepared for classes and assignments since they have prior knowledge on how to use assistive technology in order to benefit from it. Students are independent and will not need as much assistance from teachers. |
| The remainder of the academic year, students will use the assistive technology for writing or reading assignments that are given to them in a specialized or regular education setting. | Students are able to participate in class and understand how to complete the required assignment. Students will increase their scores in subjects with reading and writing components as grades will demonstrate. Students will feel independent and gain self-confidence since they were able to raise their scores by completing assignments accurately. "AT can increase a child's self-reliance and sense of independence."(2) |

List of References – Appendix: Attachment A

Budget

In our school district, we are fortunate to have the assistive technology we need in order for the students to succeed in their reading and writing endeavors. However, in order to use this assistive technology properly, adequate headsets are required and unfortunately, are unavailable in the school district for multiple students to use. I am proposing a line item cost for 30 headsets that are corresponding to the programs we are providing at the school district such as Dragon Dictation, Read Write Gold, and Kurzweil that are various assistive technologies that offer specific modifications. The headsets will also be used with the 30 computers that we have provided throughout individual classrooms and a computer lab.

| Item | Price | Quantity | Shipping | Total |
|---|---|----------|----------------|-----------|
| Dragon Naturally Speaking Headset: USB "For Clear, Accurate Dictation & Speech Recognition" Item # 801148 | \$39.95 Found on www.maxiaids.com "Products for Independent Living" | 30 | *Free Shipping | \$1199.00 |

Product Description

Direct from the website:

<http://www.maxiaids.com/products/10283/Dragon-Naturally-Speaking-Headset:-USB.html>

This Dragon Naturally Speaking Dictation Headset offer superior sound quality plus a premium quality noise canceling microphone for maximum speech recognition and dictation accuracy. It's perfect for VoIP and speech recognition applications such as Dragon Naturally Speaking Software.

Product Features

- High Fidelity Monaural PC Dictating Headset with noise canceling microphone for Dragon Naturally - --
- Speaking software
- Includes Andrea's Noise Cancellation Microphone Technology with Highest Dragon Speech Recognition
- Industry Rating
- Pro-flex wire microphone boom for accurate microphone placement
- Windsock for minimal breath popping
- 40mm speaker with CD quality deep base sound and large comfortable ear cushion
- Stainless steel adjustable headband
- Reversible for left or right side usage
- Folds flat for storage
- Extra long 8 foot shielded cable with VOLUME CONTROL and USB connection
- Durable construction, cost effective Dragon dictation headset solution
- Superior sound quality w/40mm mono speaker
- Built-in noise canceling microphone
- 8-ft. cable w/volume control & USB connection

Sustainability

Due to the number of headsets, we will have many available for students, both in special education and regular education, available to use within the classroom or computer labs. These headsets are specific to the assistive technology we have available in our district, but can also be used as headphones or microphones with other basic programs. They connect through a USB connection, which makes them versatile for not only computer use, but other new modes of technology such as gaming systems, tablet devices, and HD televisions.

Different people will be responsible in maintaining, cleaning, and using the headsets in the computer labs. Christie Wirz, the middle school technology department head, will be responsible for implementing and maintaining the hardware. Teachers who have the headsets in their room, will be in charge of cleaning them on a regular basis. Our Core Assistive Technology Team (CATT) will be responsible for helping students and staff program the text to speech or speech to text tool with the headsets into the specific assistive technology programs we offer. Six headsets will be kept in the 8th grade special education classroom, hung on the back of the computer monitors. Two headsets will be kept in each regular education reading and English classroom (four total- 2 classrooms) for students that need to use the assistive technology or headsets within the regular education setting. The remaining 20 headsets will be kept hung on the back on the computer monitors in the PC lab in the Middle School. All classrooms are supervised by teachers and, when not in use, locked to prevent stealing of any items. Any extra costs needed for maintaining the headsets and/or buying more for use will come from the special education budget.

Organization Information

Being a special education teacher can be very rewarding as well as challenging in order to determine how you can meet each student's needs. Although students in special education have various disabilities, they are every bit similar to their peers, they can learn. Our district mission is to ensure that all students learn. I follow this mission by making sure that the methods and instruction I deliver to my students are allowing my students to learn and prosper in the educational setting. Using tools that will help these students, such as assistive technology, will not only benefit my teaching instruction, but also my students, allowing them to be successful in academic classes and increasing their independence and self advocacy.

School Mission: The mission of the Medford Public School District is to ensure that all students learn.

School Vision: We expect all students to learn at high levels. We will work collaboratively with colleagues, students, and parents to challenge and support all individuals to achieve success.

I have received permission to pursue this grant from the Medford School District's Director of Special Education and Student Services and the Medford Area Middle School's principal. Their letters of support, (attachment C) as well as my professional resume (Attachment B) to show my qualifications in teaching specialized education to students with specific disabilities are attached below.

Evaluation Plan

I will be performing various types of assessments, both formative and summative, throughout to assess my goal and individual objectives. Assessments will be measureable and administered by students, special and regular education teachers, speech and language pathologist, and occupational therapist if appropriate.

After administering each assessment, I will collect data from student graphs, rubrics, and surveys, to help determine whether or not my goals and objectives are being met. Using the data, I will create Individual Education Program (IEP) goals and documentation for students that are in the special education program. This will include the type of assistive technology needed for the student to be successful, the grades the student is receiving, and how the student feels about him/herself. As students are charting their grades, if they are noticing any decrease, it is time to intervene and determine where the problem lies. We may need to make a change in the use of the assistive technology (more time, different type, re-program) or a change in the student's behavior (attitude and effort towards the task).

Objective: Students will know what type of technology to use and how to use it correctly.

Procedure for Measuring:

Observation Checklist – to be completed by a staff member (teacher, Speech/Language pathologist, and/or Occupational Therapist) to help student determine which type of assistive technology available will be most beneficial for them. They will circle each rating under each type of assistive technology to help determine this information and share the results with the student.

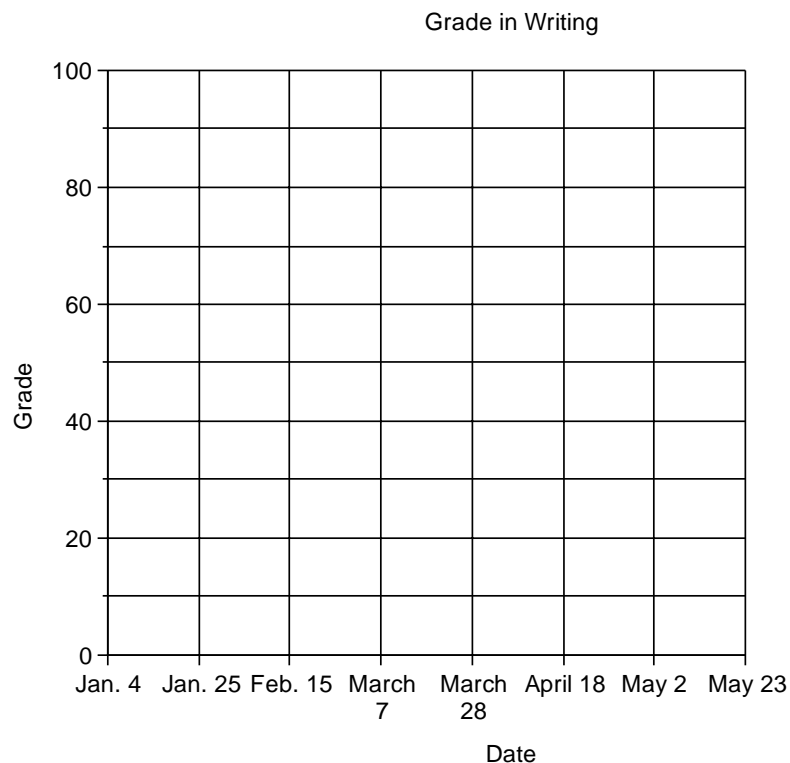
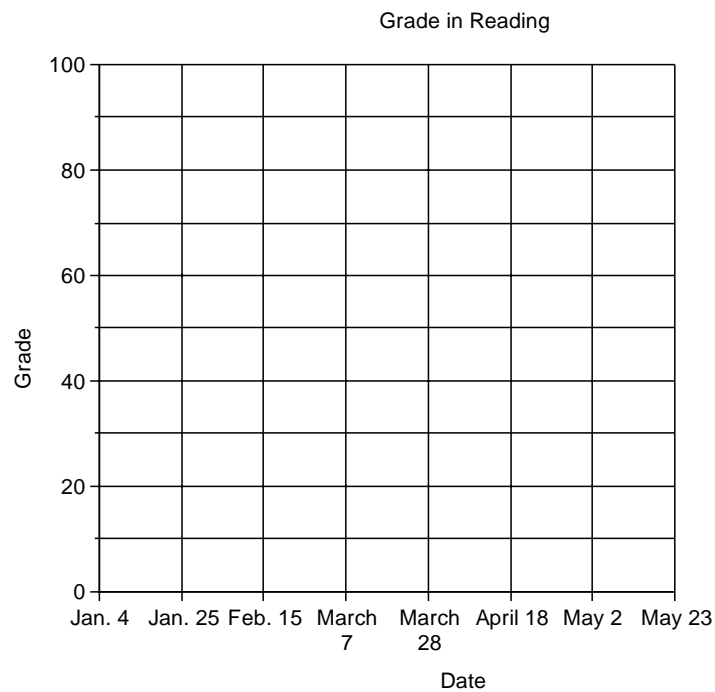
See next page.

| Type of Assistive Technology | Tools student is aware and knows how to use each tool provided by the program. | Accuracy Speaking into the device – how many words show correctly out of 100. (text to speech) -OR- Typing into device – how many words shown correctly out of 100 with use of tools (play back words, word prediction) | Purpose student gives 3 reasons why and how he/she would use this technology. |
|------------------------------|---|--|--|
| Kurzweil | All Tools Most Tools Few Tools Unable to use | /100 words _____% | 3 2 1 0 |
| Dragon Dictation | All Tools Most Tools Few Tools Unable to use | /100 words _____% | 3 2 1 0 |
| Microsoft Word | All Tools Most Tools Few Tools Unable to use | /100 words _____% | 3 2 1 0 |
| Read, Write, Gold | All Tools Most Tools Few Tools Unable to use | /100 words _____% | 3 2 1 0 |
| Student Choice: | | | |
| Teacher Recommendation: | | | |

Objective: Students will increase their grades in classes that require reading and writing tasks since they are able to adequately use the assistive technology.

Procedure for Measuring:

Graphing Data - Each student will keep a line graph of their grades in reading and writing near their computer that provides AT to keep track of their grades and whether they are increasing, based on their scores on writing/reading assignments and the with the use of assistive technology. They will track this for one semester, each grade being documented every three weeks when progress reports are given.



Objective: Students will increase their independence and self-confidence toward academics.

Procedure for Measuring:

Student Surveys – after using the assistive technology on writing and reading assignments for several weeks, students will complete a survey to assess whether they believe the assistive technology has benefited in their education, their independence, and self-confidence. They will complete this survey using a survey engine called Survey Monkey, which polls student results into percentages.

Survey Questions:

1. Do you use assistive technology (AT) to help you with reading and writing assignments?
 - a. yes
 - b. no
2. If you use AT, how often do you use it on assignments?
 - a. most of the time 80-100%
 - b. some of the time 60-79%
 - c. on a few occasions (40-59%)
 - d. very rarely (less than 40% of the time)
3. When you use your assistive technology, do you think it helps you in reading and writing?
 - a. yes
 - b. no
4. If it helps you, how much has it helped you to become a better reading and writer?
 - a. a lot – I get good grades on all assignments I use AT on
 - b. a good amount – I have improvements in my grades that I use AT on
 - c. somewhat – I still have assignments that I receive lower scores on
 - d. not at all
5. While using AT, how often do you ask for help from a teacher (spelling or reading a word, checking over a sentence, etc.)?
 - a. never
 - b. very little
 - c. sometimes
 - d. most of the time
 - e. all of the time
6. How do you feel about your ability to complete a reading/writing assignment with AT?
 - a. great
 - b. good
 - c. okay
 - d. not good
7. If you had the choice, would you prefer to use the Assistive technology or have a teacher help you one on one with the assignment?
 - a. Assistive Technology
 - b. Teacher
8. What are some things you like about using Assistive Technology?
(open ended responses)

Dissemination Plan

While completing the activities and assessments, I will share my findings within my school either directly to administration and other teachers who have access to the assistive technology and/or during monthly staff meetings and special education meetings. I will also train other teachers how to use the headsets with the assistive technology they may have so they are able to use it in their classrooms. While attending technology conferences, I will explain to other districts how we are successfully and accurately using assistive technology in the classrooms and show results from assessments on how it has impacted student's academics and self. With student and parent permission, I will also post pictures and videos of the student's process with assistive technology and the results of the assessments online through social media for professionals such as YouTube, Teacher Tube, and Edmodo.

My grantor does not require additional report forms.

Appendix

Attachment A – List of References

1.

Neuwirth, Sharyn. "Learning Disabilities." *National Institute of Mental Health* 93.3611
Sept. (1993): 20 pars. Web. 9 Nov. 2011.
<<http://www.kidsource.com/kidsource/content/learningdis.html>>.

2.

Stanberry, K., & Raskind, M. H. (2009). Assistive Technology for Kids with Learning
Disabilities: An Overview. In *LD Online*. Retrieved November 6, 2011, from
[http://www.ldonline.org/article/Assistive_Technology_for_Kids_with_Learning_Disabil
ities%3A_An_Overview](http://www.ldonline.org/article/Assistive_Technology_for_Kids_with_Learning_Disabilities%3A_An_Overview)

3.

Bradford, John. *Dyslexia at College*. Ed. John Bradford. N.p., n.d. Web. 9 Nov. 2011.
<http://www.dyslexia-college.com/computer.html>

Attachment B – Professional Resume

JILL M. CHASTEEN
chastji@medford.k12.wi.us

W7119 Maplewood Lane
Medford, WI 54451

EDUCATION

| | | | |
|---------|------------------------|-----|-----------|
| Major: | Exceptional Education | | |
| Minors: | Emotional Disturbance | 830 | Ages 6-21 |
| | Learning Disabilities | 811 | Ages 6-21 |
| | Cognitive Disabilities | 810 | Ages 6-21 |

Bachelor of Science Degree: December 2008
University of Wisconsin – Stevens Point (UWSP), Stevens Point, WI
Cumulative Grade Point Average: 3.69 (4.0 =A)
Dean's List – Awarded Highest Honors from September 2006 – December 2008

RELATED TEACHING EXPERIENCES

Professional Teaching

Middle School 8th Grade Special Education Teacher (CC): Medford Area School District, Medford, WI
August 2009 – Present

- Develop and implement Individual Education Programs for students of various disabilities
- Modified regular education curricula for special education students in inclusion settings
- Teach specific intervention programs such as Direct Instruction – Decoding and Comprehension strand, Voyager Math, Saxon Math, Wilson Just Words.
- Determine student placements by administering appropriate testing through AIMSweb online progress monitoring and Northwest Evaluation Association (NWEA)

Student Teaching

High School Exceptional Education Teacher (CD): Mosinee School District, Mosinee, WI

Assignment: Grades 9-12 November 2008 – January 2009

- Lead taught English, Math, Life Skills, and Youth Employment Skills that included students with mild to severe cognitive disabilities.
- Participated in the IEP process and parent-teacher conferences.
- Gained extensive knowledge of computer programs such as: Academy of Reading, Math Academy, Accelerated Reader, Skyward, and 4-D.
- Used various developmentally appropriate methods for teaching including direct instruction, touch money, touch math, and sensory integration materials.
- Trained on types of adaptive equipment such as wheelchairs, slings, and lifts.

High School Exceptional Education Teacher (EBD): Mosinee School District, Mosinee, WI

Assignment: Grades 9-12

September – November 2008

- Lead taught Study Skills and History classes that contained students with EBD, LD, and those in a self-contained off campus program.
- Supervised and assisted students and teachers in inclusion settings.
- Developed and implemented behavior rubrics and plans, classroom management skills, assessments, teacher strategies and tools for specific classes.
- Developed Individualized Education Plans (IEP)s, including Behavior Intervention Plans.
- Worked with students in small group and individually on all curriculum areas.

Employment

Autism Line Therapist: Innovative Counseling, Inc., Green Bay, WI

Employed May 2006 – August 2008

- Provided intensive in home therapy for children with autism using Applied Behavior Analysis, the Greenspan Floortime approach, and sensory integration materials.
- Developed and taught programs related to the child's needs which included social skills, life skills, and academics.
- Communicated with parents and supervisor in regard to the child's development and therapeutic programs.
- Trained and instructed employees on autism spectrum disorder and specific teaching activities and materials.

Volunteer

Big Brothers Big Sisters Program: Stevens Point, WI

October 2004 – May 2008

- Provided and established rapport with a child for three years.
- Served as a responsible and respected role model.
- Created various reading and writing activities as well as craft projects.

Latchkey/Lighted Schoolhouse Program: Jefferson Elementary School, Stevens Point, WI

September – December 2007

- Facilitated a safe and educational after school program for students at risk.
- Designed and taught lessons to 12+ students of various ages.
- Assisted students individually and in small groups with homework and/or projects.
- Developed a classroom management style appropriate for the students and setting.

UNIVERSITY INVOLVEMENT

Member of Student Wisconsin Education Association

Member of Phi Eta Sigma Honor Society

Attachment C – Letters of Approval and Assurances

December 2, 2011

The Medford Area Public School District fully supports the grant writing efforts of Medford Area Middle School Special Education Teacher Jill Chasteen. Mrs. Chasteen is actively searching grant opportunities to obtain quality headsets with built in microphones for her classroom and our PC/MAC computer labs at our Medford Area Middle School.

Mrs. Chasteen is pursuing her Master of Science in Education Degree in Educational Technology through Marian University. She uses these graduate courses and preparation in her daily program for students with disabilities. Her active use of Apple iPads, Promethean Interactive Whiteboard, desktop computers, websites, and social media has helped students obtain exposure and experience with 21st Century Skills.

The Medford Area Public School District and Medford Area Special Education and Student Services Department recognizes Mrs. Chasteen as a leader in technology for the school district. We fully support her efforts in obtaining the necessary equipment to help students with disabilities and all students to have equal access and opportunities to participate with computers and all forms of technology. The searching for quality headsets with built in microphones is a definite need for our students and our schools. We hope that grant giving organizations will help our 80 plus students with disabilities and over 600 students at our middle school receive this equipment.

Sincerely,

Joseph A. Greget
Director of Student Services/Special Education
Medford Area Public School District
124 West State Street
Medford, WI 54451
715-748-4620

December 5, 2011

Dear Mrs. Chasteen,

I am writing to lend my support to your grant work that you are doing to procure head phones for use in your classroom computer lab. I do understand that some of the future maintenance and other fees may need to come out of our building level instructional budget. I appreciate your effort on this and also recognize your leadership in the area of technology. Thank you for making our school better!

Sincerely in Education,

A handwritten signature in cursive script that reads "Al Leonard".

Al Leonard
Principal
Medford Area Middle School